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### **Facultad de Filosofía, Letras y Ciencias de la Educación**

#### **Carrera de Lengua y Literatura Inglesa**

#### **Implications of the Reciprocal Teaching Method to Foster Reading Comprehension**

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Educación en Lengua y Literatura Inglesa

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## Resumen

Los métodos o técnicas de lectura deben estar orientadas a ayudar a los estudiantes de inglés como lengua extranjera y de inglés como segunda lengua de manera eficiente, haciendo de la lectura una herramienta que proporcione a los estudiantes una fuente de conocimientos y habilidades. Así pues, esta investigación exploratoria revisa varios estudios enfocados en las implicaciones del papel, el alcance y la influencia del Método de Enseñanza Recíproca, que es una herramienta para desarrollar las habilidades de comprensión de lectura en inglés como lengua extranjera y como segunda lengua. La presente investigación incluye estudios con enfoques cualitativos, cuantitativos y mixtos, realizados en diversos contextos educativos con participantes de diferentes niveles escolares. Tras una búsqueda exhaustiva y mediante la definición de criterios de inclusión y exclusión, se reunieron dieciocho estudios publicados de 2000 a 2019. Muchos de los estudios, de hecho, se han manifestado sobre la aplicación de técnicas y estrategias mediante la integración de la enseñanza recíproca en la instrucción de la lectura. Los resultados también detallan las percepciones de los maestros y los estudiantes sobre el uso de este método. En consecuencia, esta síntesis de investigación aborda los efectos de la utilización de la Enseñanza Recíproca en el aula y propone sugerencias para superar los probables problemas que puedan surgir en el curso del proceso. En resumen, esta investigación se llevó a cabo con el objetivo de integrar la literatura pertinente sobre las características y el uso apropiado del Método de Enseñanza Recíproca. Además, esta investigación se ha complementado con conclusiones y recomendaciones que constituyen la parte final del presente documento.

*Palabras Claves:* Enseñanza Recíproca. Lectura. Lectura Comprensiva. Estrategias. Cognitivo. Metacognitivo. Colaborativo.



### **Abstract**

Reading methods or techniques should be geared to help English as a Foreign Language and English as a Second Language students efficiently, making reading a tool that provides students with a source of knowledge and skills. Thus, this exploratory research reviews several studies focusing on the implications of the role, scope, and influence of the Reciprocal Teaching Method, which is a tool for developing reading comprehension skills in English as both a foreign and a second language. The present research includes studies with qualitative, quantitative and mixed approaches, conducted in diverse educational contexts with participants of different school levels. After an exhaustive search and by defining inclusion and exclusion criteria, eighteen published studies from 2000 to 2019 were gathered. Many of the studies, in fact, have stated about the implementation of techniques and strategies through the integration of Reciprocal Teaching into reading instruction. The findings also detail teachers' and students' perceptions of the use of this method. Consequently, this research synthesis addresses the effects of using Reciprocal Teaching in the classroom and proposes suggestions for overcoming the likely challenges that may arise in the course of the process. In summary, this research was conducted with the aim of integrating relevant literature on the characteristics and appropriate use of the Reciprocal Teaching Method. In addition, this research has been complemented with conclusions and recommendations that comprise the final part of this document.

*Keywords:* Reciprocal Teaching. Reading. Reading Comprehension. Strategies. Cognitive. Metacognitive. Collaborative.



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## **Dedication**

To my beloved parents María Guillermina and  
Amadeo for showing me the path to thrive.

To my brother Armando up there in heaven.

Valeria



## Introduction

Considering that the core objective of learning should be to give students confidence and expectations related to the purpose of reading, teachers must be conscious that reading stands for an input that generates knowledge to perform further activities related to other language skills and sub-skills, as stated by Slater and Hortsman, (2002).

Besides, Vygotsky (1978) argued that much cognitive development is mediated by experts providing information to novices, e.g., parents to their children, teachers to their students. As a result, it is feasible to analyze whether the teacher is solely responsible for student learning since students must monitor their progress in acquiring reading skills and assume greater responsibility for their learning.

Pearson and Doyle (1987) coincide on the previous dimension on the importance of Reciprocal Teaching, in that it encourages students to think about their thought process during reading. Furthermore, Stricklin (2011) asserts that this method helps students learn to be active and monitor their comprehension as they read. This author also adds that it also teaches students to ask questions during the reading, making the text more comprehensible. The reason being, the author, mentioned above asserts that Reciprocal Teaching has been heralded as effective in helping learners improve their reading ability in the pre-post trails of research studies.

Likewise, Slater and Horstman (2002) point out that researchers have several reasons to choose Reciprocal Teaching as an appropriate instructional approach to help students comprehend difficult texts. This approach allows students to monitor their progress and assume the ultimate responsibility for their learning from a text.

With this in mind, this paper aims to review the research conducted so far on the Reciprocal Teaching Method to acquire reading skills. Here are some studies related to the use of this method, focused on different perspectives, carried out in different settings, and performed at different times. Therefore, the report of this paper is divided into the following six chapters:



Chapter I introduces the topic, and describes the research proposal, which includes the background, the problem statement, the justification, and finally, the research questions intended to be answered through the development of this paper.

Chapter II constitutes the theoretical framework, which describes theories deemed as pertinent to the topic under study. Such theories are Acquisition of Reading Skills, Fluency and Comprehension, Scaffolding, Metacognition, and Reciprocal Teaching with several definitions and the factors that lead to comprehension difficulties of EFL and ESL students.

Chapter III details the literature review, analyzing the key findings of the eighteen studies which are framed to contrast the different results which have mentioned the use of the Reciprocal Teaching method to develop reading skills by implementing its strategies. The studies, in their majority, concentrate their research methodology on the function and scope of this method to monitor students, and they, in turn, check if their learning in reading is progressing until reaching the expected goals.

Chapter IV describes the research methodology in detail.

Chapter V presents a brief analysis through the description of percentages in tables, given to compare and contrast the different pros and cons of the method; under study.

Chapter VI provides the conclusions and recommendations; likewise, it discusses ongoing issues in the field.



## CHAPTER I: Description of the Research

### 1.1 Background

In 1984, Aannemarie Sullivan Palincsar and Ann L. Brown developed a method that would stand out to teach reading in native English speaking children. This method, called Reciprocal Teaching, consists of four cognitive strategies - Questioning, Clarifying, Summarizing, and Predicting – when used and practiced, contributed to improvement in reading comprehension.

Annemarie Sullivan Palincsar and Ann L. Brown, have made an account of the development of this method. The authors recognized that it is a technique that promoted reading comprehension at the beginning, and then, with the inclusion of four strategies, it developed into a method in the 1980s. They noted an active student' participation, which involved in taking turns for speaking and leading similar discussions in small groups about a determined reading topic. The purpose of the Reciprocal Teaching Method, in the words of its creators, is to convert an instructional activity into a dialogue between teachers and students by using segments of texts.

Similarly, Bruer (1993) defines Reciprocal Teaching as an instructional activity that takes place in the form of dialogue, which is structured by the use of these four steps: predicting, clarifying, question generating, and summarizing. These strategies will aid learners to increase their understanding of texts.

In this respect, Langan (2004), on an attempt to improve reading and thinking performance, has devised ten critical reading skills widely recognized to be essential for literal and critical comprehension. To entirely achieve this aim, the author describes many high-quality



activities and high-interest reading selections to help learners and readers in general practice and master those skills. Herein, the author lists ten steps to achieve the proposed goals:

1. Vocabulary in Context
2. Main Ideas
3. Supporting details
4. Implied Main Ideas and the Central Point
5. Relationships I
6. Relationships II
7. Fact and Opinion
8. Inferences
9. Purpose and Tone
10. Argument.

In Langan's criterion, the appropriate application of these techniques has given fair results; though, this has been a gradual process that has demanded great effort during the early stages. Thereby, shaped by these conceptual dimensions, it is essential to mark that cognitive skills have resulted in significant improvement in certain areas, and one of those is reading comprehension (Palincsar & Brown, 1984).

In Hattie's (2009) terms, Reciprocal Teaching is among the most powerful practices to work with students with learning disabilities due to its combination of strategies and the direct instruction method; thus, allowing students to become more active, reflective, and strategic readers:. By implication, this method involves identifying essential and central information until



reaching the text familiar and understood. Thereby, as Moore (1988) alleges, reciprocal teaching gains a vital role in making learners take increasing responsibility for their learning.

Baker and Emerson (2014) claim that one of the most relevant advantages of Reciprocal Teaching lies in that there is a consensus on that the primary goal of reading is to be able to understand the printed text. They add that this approach has been devised to benefit learners, especially those with learning disabilities. They complement their statement by acknowledging that the direct instruction of Reciprocal Teaching includes teacher modeling of each component, guided practice, and formative feedback to learners. In this virtue, the advantage of this method would be that once the sequence has been established, the teacher gradually releases the responsibility for predicting, clarifying, questioning, and summarizing to the group or groups of students.

Since then, a growing body of literature has detailed that the four strategies involved in Reciprocal Teaching provide students with knowledge and help to promote reading through scaffolding instruction. These processes are, in fact, cyclic or recursive because each process entails information that can lead to changes in a subsequent step of the cycle (Sporer, Brunstein, and Kieschke, 2009). As a matter of fact, due to its great significance, this practice overspread in such a way that it began to be applied in contexts of English as a Foreign Language teaching. What is more, it has been noted that this method stands out among other educational techniques that serve to teach reading to English learners.

## **1.2 Problem Statement**

Proficiency in reading in a second language is often difficult to achieve (Jiménez & Pearson, 1996). In effect, there can be many different aspects of the reading process where



difficulties may arise and need to be corrected, modified, or complemented as the reading process goes on (Cain & Oakhill, 2004). Therefore, a discussion on the acquisition of procedural knowledge to gain skills in reading comprehension, the development of self-regulatory strategies becomes essential. The process of acquisition of reading skills can be achieved by applying new constructive approaches to strengthen learning, resulting in reading comprehension skills (Alfassi, 1998). It means that, instructional teaching places a higher value on the interactive and dynamic learning of reading.

Borella, Carretti, and Pelegrina (2010) have linked reading comprehension problems to deficits in cognitive skills such as word mapping, planning, and, language skills (e.g., grammar and vocabulary). Thereby, to avoid these reading problems, Reciprocal Teaching by means of cognitive strategies such as questioning, clarifying, summarizing, and predicting may provide necessary scaffolding while learning. These strategies work well as together as separately. That is why, the method could influence on reading comprehension and at the same time to allow students to check whether this process is giving them the expected results and their academic expectations are coming to true. In such a way, students benefit from the motivation and support of their classmates who make involvement in reading increase meaningfully.

Likewise, reading comprehension has been defined as “the process that excerpts and, at the same time, creates meaning by having the student interact and be involved with written language” (Shanahan, 2010, as cited in Watson, Gable, Gear & Hughes, 2012, p. 79). With this in mind, by analyzing the different elements of the Reciprocal Teaching Method, we could understand its impact on the students’ reading comprehension ability. This inquiry, indeed,





emphasizes the idea that comprehension processes are influenced by many strategies that work together so that learners can construct meaning from the text.

Within the framework of these criteria, it is fundamental that reading activities should be pleasant to students in order to understand a text efficiently. Besides, teachers need to align the different factors which aim to motivate their students and to face comprehension difficulties. In this way, learners would be able to modify their views towards reading and have positive attitudes towards the habit of reading.

### **1.3 Justification**

The purpose of this research synthesis is to inform about the implication that the Reciprocal Teaching Method has on the development of reading-comprehension skills since it is connected to the teaching of specific monitoring and repairing strategies for individuals with reading problems (Palincsar & Brown, 1984). Moreover, Dole, Duffy, Roehler, and Pearson (1991) argue that reading is a skill that could be decomposed into a component set of sub-skills involved in both decoding and comprehension. All these sub-skills are precisely those that constitute part of the Reciprocal Teaching Method. Predicting, Clarifying, Questioning, and Summarizing enhance comprehension; and make it possible for learners to get a contextual meaning from passages in order to comprehend the accurate message.

Besides, Vygotsky (1978) argues that much cognitive development is mediated by experts providing information to novices, e.g., parents to their children, or teachers to their students. As a result, it is feasible to analyze whether the teacher is solely responsible for student learning since students must monitor their progress and assume greater responsibility for their learning. Thus, this inquiry presents an integral look at the Reciprocal Teaching Method by



categorizing specific parameters of the study, such as key findings, the viability of this method, and its validity.

By this, the present investigation tries to expound the implications of the Reciprocal Teaching Method to boost reading comprehension in English as a Second Language and English as a Foreign Language learners, by taking into account that the level of understanding depends on active strategies employed by the reader (Palincsar & Brown, 1984). Furthermore, Slater and Horstman (2002) point out that researchers have several reasons to choose Reciprocal Teaching as an appropriate instructional approach to help students comprehend difficult texts. The reason being is that this approach allows students to monitor their progress and assume the ultimate responsibility for their learning from a text. Therefore, because of the little knowledge about this topic in our context, it is crucial to incorporate this body of research with information that can be potentially useful for learners and instructors of the English Language in our national context.

#### **1.4 Research Questions**

This investigation examines the implications of the Reciprocal Teaching Method by analyzing two main aspects, and for this reason, the study attempts to answer the following research questions:

1. How has the Reciprocal Teaching Method contributed to the development of reading comprehension in English as a Foreign Language learners?
2. What are the pedagogical implications of the Reciprocal Teaching Method?



## **CHAPTER II: Theoretical Framework**

The present section provides the existing theories relevant to the Reciprocal Teaching Method. Besides, its elements described in detail jointly; these elements constitute four strategies effectuated in different steps. Besides, this part has considered certain aspects such as Reading Skills and Reading Comprehension since these are the features that may vary according to the application of the method. Collaborative Learning, Scaffolding, Metacognition and Constructivism theories have also been contemplated to be discussed given that the method under study is closely aligned with them.

### **2.1 Reciprocal Teaching Method**

Alfassi (1998) claims that during reading, students acquire and practice four reading comprehension strategies - generating questions, summarizing, attempting to clarify word meanings or confusing text, and predicting what might appear in the next paragraph. The articulation of these four strategies promotes understanding and monitoring of comprehension.

#### **2.1.1 Strategies of the Reciprocal Teaching Method**

The four strategies, as Doolittle et al. (2006) detail, are the following:

Predicting involves combining the reader's prior knowledge, new knowledge from the text, and the text's structure to create hypotheses related to the direction of the text and the author's intent in writing. Predicting provides an overall rationale for reading – to confirm or disconfirm self-generated hypotheses.

Questioning involves the identification of information, themes, and ideas that are central and important enough to warrant further consideration. The central or important information, themes, or ideas are used to generate questions that are then used as self-



tests for the reader. Questioning provides a context for exploring the text more deeply and assuring the construction of meaning.

Summarizing is the process of identifying the important information, themes, and ideas within a text and integrating these into a clear and concise statement that communicates the essential meaning of the text.

Clarifying involves the identification and clarification of unclear, difficult, or unfamiliar aspects of a text. These aspects may include awkward sentence or passage structure, unfamiliar vocabulary, unclear references, or obscure concepts. Clarifying provides the motivation to remediate confusion through re-reading, the use of context in which the text was written and/or read, and the use of external resources (e.g., dictionary or thesaurus).

According to Yang (2010), reciprocal teaching is a method where the tutor and students take turns leading a dialogue centered on pertinent features of the text. Initially, the instructor demonstrates reading strategies for students. Then the instructor models the key strategies, thereby demonstrating the strategies in reading a text. Next, students are then encouraged to choose and practice the strategies by themselves. Thereby, the mentioned statements corroborate the ideas of Sporer, Brunstein, and Kieschke (2009). They indicate that Reading Comprehension is correlated with several cognitive and metacognitive strategies such as activating background knowledge, summarizing text, and generating questions to capture the main idea of the passage. In other words, such strategies would be the four strategies: predicting, questioning, summarizing, and clarifying, which are used in reciprocal teaching.



## 2.2 Acquisition of the Reading Skills

Perfetti, Landi, and Oakhill (2005) indicate that the reading processes occur at multiple levels across units of the language - word level, sentence level - across units of the language. Moreover across these levels, processes of word identification interacting with the reader's conceptual knowledge contribute to producing a mental picture of the text. Gonzalez (2015) suggests that Reciprocal Teaching focus on morphology, syntax, and discourse analysis so that they amazingly help learners infer the word or sentence meanings with the help of the surrounding text.

Even researchers go further on this issue by stressing that Reading Comprehension involves a dual process, i.e., first, the identification of words, and second, the engagement of language processing mechanisms that assemble these words into messages. This means that these processes provide appropriate word meanings, reaching an inferential integration of information into an understanding of what we are reading. Finally, several researchers state that comprehension occurs as the reader builds a mental representation of a text message.

This educational conception has also been recognized by Nystrand (2006), who establishes that reading comprehension is understood as the process of integrating textual information for converting in new information. It suggests that the critical issue relating to reading comprehension is integrating the meaning of the text with the knowledge the reader already has.

Taking into account that this skill is receptive, some problems could arise when learning to read. Such problems can come due to different factors; in particular, the selection of appropriate strategies to read (Hulme & Snowling, 2011). That is why it is essential to focus our



attention on techniques with a cooperative or collaborative underpinning in order to be offered to learners and teachers, considering that reading comprehension will be achieved through both extracting and constructing meaning through interaction and involvement with written language circumscribed by the sociocultural context of reading and experiences of the reader (Nystrand, 2006)

### **2.3 Collaborative Learning**

According to the Center of Teaching Innovation (2020), Collaborative Learning involves students working in pairs or small groups to discuss concepts or find solutions to problems. Like the idea that two or three heads are better than one, educational researchers have found that through peer instruction, students teach each other by addressing misunderstandings and misconceptions. In summary, the term collaborative learning describes a situation in which particular forms of interaction which would trigger learning mechanisms among people. (Dillenbourg, 2007)

### **2.4 Scaffolding**

For decades, one of the most popular theories in the education sphere has been Scaffolding, which was developed by Lev Vygotsky (1931). Vygotsky believed that a novice is in the zone of proximal development in order to perform a task. When he receives help from an expert, it is enough to encourage him to achieve the goal required. Thereby, based on this concept belonging to an eminent figure, it is essential to mention this dimension, that is concerned with the function of monitoring which constitutes an essential element the Reciprocal Teaching method possesses.



Nibel (2014) describes the adaptive and temporary support provided by a more competent person in terms of teaching and learning. The author complements his concept when he states that like physical scaffolding, Scaffolding reading instruction is a teaching strategy that uses several methods to support early readers in gaining skills one by one. Further on, he mentions the visual element as support that includes images and words that can be seen and heard. The power of visual scaffolding lies in an excellent way to provide comprehensible input to ESL students. So, that not only will they learn the essential subject content, but also they will make progress in their acquisition of the English language. This means that learners assimilate the content of the text through scanning. However, they can also learn some new English language structures and enhance their vocabulary corpus, which is one of the functions of the Reading Strategies.

## **2.5 Metacognition**

John Flavell, known as the father of metacognition, defined it as the "knowledge or cognition that takes as its object or regulates any aspect of the cognitive endeavor" (Flavell, 1981, as cited in Egodawatte, 2011). Metacognition consists of three categories: 1. knowledge variables, 2. task variables, and 3. strategy variables.

Flavell also expounds on the three metacognition stages:

1. Before the task – "Is this similar to the previous task? What do I want to achieve? What should I do first?"
2. During the task – "Am I on the right track?"
3. After the task – "Was this the objective of the task? Did I understand the task?"



Further on, Flavell focuses on the Metacognitive Reading Strategies, which deal with the process of monitoring comprehension. In contrast, reading, students that read with metacognition continuously ask themselves, “Do I understand what I just read? Or what is the main point here? The metacognitive strategies make learners to keep constant attention and a questioning mindset.

Also, Brown (1981) lists the following as some of the essential metacognitive activities whereby reading is regulated. 1. Understanding the purposes of the reading task. 2. Identifying what is important in the message. 3. Allocating attention in order to focus on the central theme. 4. Monitoring to determine whether comprehension is occurring. 5. Taking corrective action when failures of comprehension are detected. 6. Checking to see if goals are being achieved. 7. Recovering from disruptions.

## **2.6 Constructivism**

Vygotsky (1978) states that social constructivism is an essential implication because it links dialogue and metacognition, and it is this link that allows explaining how individuals develop an understanding of concepts. In his opinion, dialogue permits learners to shape current knowledge to construct new ideas and understanding. They declare that dialogue happens in reciprocal conversations which take place in small groups of learners with a teacher and students taking turns at leading the discussion. Vygotsky’s focus on social constructivism asserts that Reciprocal Teaching and Cooperative Learning Approaches strike their roots in the social constructivist theory. In his opinion, as the name implies, social constructivism stands for constructing learning in a social and interactive context. He adds that the theory of social





constructivism represents learning and development as inherent concepts; learning leads to development and vice versa.

According to Sivan (1986), “Social constructivist theory provides a framework for conceptualizing motivation as socially negotiated by the participants in the classroom” (p. 21). In such a conceptual dimension, motivation is inseparable from the instructional process and the classroom environment; the joint activity between student and social context is undeniable since it results in a real engagement. “The term constructivism refers to the idea that learners construct knowledge for themselves” (Hein, 1991). As a result, knowledge can be extended without limitations through social interaction.

In essence, this section of the present research paper has valuable concepts and definitions, which will be of help for a better understanding of the different issues in question as they will be needed to be expressed henceforth.



### **CHAPTER III: Literature Review**

The present section expounds all the studies which have been thoroughly gathered. Taking into consideration the different aspects discovered throughout the analysis of them, the categories obtained are three: Promoting Reading Comprehension Skills through Reciprocal Teaching, Collaborative Learning in Reading through Reciprocal Teaching, and Educational Implications of reciprocal Teaching. The selection of these three categories is focused on different perspectives on the use of Reciprocal Teaching and its various role. Next, the categories are detailed:

#### **3.1 Promoting Reading Comprehension Skills through the Reciprocal Teaching Method**

Given that recent studies have heightened interest in the development of reading comprehension thanks to the Reciprocal Teaching Method, the following category deals with the literature regarding this concern.

In the first place, Fung, Wilkinson, and Moore (2003) stated that the Reciprocal Teaching Method aims to develop students' decoding skills and their knowledge of syntax or vocabulary for authentic comprehension. They demonstrated it by using a sample of Taiwanese ESL students; the researchers considered control procedures rather than controlled groups because it allowed them to analyze certain individual features of the participants for succeeding analyses of the changes that occurred throughout the process. The critical issue with this authors' statement is that learners were able to elucidate the meaning and also construed the original content from the text by putting their reading strategies into practice to foster reading comprehension.

It also accords with Doolittle, Hicks, Triplett, Nichols, and Young (2006), who supported that through reciprocal teaching, students afford to foster a more in-depth understanding of texts



within the higher education academic environment. The study is composed of the perspectives and foundations the five authors gave about reciprocal teaching since they applied this method in different classroom contexts. So, it is detailed how each author delineates the use of the method. For example, the first author Doolittle included elaborating and integrating strategies instead of predicting and questioning, making connections within and between texts. All of this had a consequence on students gaining more skill at reading comprehension since scholarly articles were used for the readings, although two of the strategies were replaced for other ones. In this study, each author delineates how she or he uses reciprocal teaching in the classroom.

Therefore, the first author, Hicks used reciprocal teaching to make high school students analyze historical texts by using different strategies such as contextualizing, inferring, monitoring, and corroborating. All these strategies were used to formulate questions and to make students infer about historical events, rising students' interest, and stimulating their natural curiosity. The result of this process makes students analyze the content and sequentially link ideas.

Triplett contended that reciprocal teaching can help learners think before, during, and after reading. The first stage coincided with predicting, the second one with questioning and clarifying, and the last one with summarizing. The fourth case used the combination of the technology, i.e., an online course, with the four reading strategies of the reciprocal teaching method. This process encouraged students to promote reading comprehension and allowed them to exchange ideas between them as endorsed by Dee Nichols. Finally, Young alleged that this method allowed learners to integrate the theory with the practice as they engaged in the reading; hence, developing a critical understanding.



Overall, joining together the findings above of the five researchers of this study, they came to a unique agreement; the reciprocal teaching method involves strategic instruction, which should be performed in class. In essence, this study produced a vast range of excellent results. It was demonstrated that reciprocal teaching positively affected reading comprehension by using it in different class contexts and contents: Elemental and Superior Education, as endorsed by the researchers. The vital issue emerging from the previously mentioned findings refers to a particular characteristic explicitly related to reading comprehension, mainly permanent and reliable.

In line with the previous dimensions (Sporer et al. 2009) manifested that explicit instruction in reading is an available means to achieve students' reading comprehension. In terms of methodology, they used three intervention groups with German students guided by instructors who modeled the strategies to make students practice reciprocal teaching in pairs leading them to practice through dialogues. Afterward, it was found out through the posttest that the participants outperformed their reading comprehension skills. Here, it was seen the results of the proposed method, which pointed towards the betterment of reading comprehension; thus, cataloging reciprocal teaching as a helpful tool to achieve productive effects in reading skill, and worthwhile to be applied in any classroom setting with success.

Komariah, Ramadhona, and Silviyanti (2015) insisted on the substantial extent of reciprocal teaching inasmuch as the participants of the twelfth grade at a high school in Banda Aceh, Indonesia, preferred Reciprocal Teaching compared to other conventional methods. The participants presented and taught on how to apply the four comprehension strategies while reading. Along with this, everything was noted and recorded in order to check the procedures



executed during class. The present findings were significant because teachers gave favorable remarks concerning the method itself and noted the students became independent readers.

All of these views are supported in a very recent study by Maspufah (2019), who illustrated the positive effect of the Reciprocal Teaching Method to increase reading comprehension ability. Through thirteen students of the third semester of STIBA Persada Bunda Pekanbaru Center, and performing an action research design, the researcher conducted a wide-ranging investigation to execute the method itself. He immersed himself in the research with the help of interviews and checklists to observe and write down the changes and novelties presented during the class sessions. Thence, this study took issue with the effectiveness of this method in the process of acquiring reading skills, which was reflected in the dexterity of students for performing every step of the method with or without a teacher. Such dexterity increased to such a level that the scores of the posttest rose potentially.

### **3.2 Collaborative Learning in Reading through Reciprocal Teaching**

Scaffolding, being a strategy that avails for learning much more efficiently; has received critical attention resulting in a popular subject within the field of education. As a result, a considerable volume of literature has been proposed to clarify this point concerning reading skill scope. Therefore, the following section reports the studies which describe the function of collaborative learning produced by the effect of the reciprocal teaching method.

A significant contribution is given by Gilroy and Moore (2010), who investigated whether the direct instruction in reading produced some effect in the acquisition of reading skill in learners or not. For this, they selected ten girls from a primary school in New Zealand to be part of the experimental group. Although the participants were children, it was possible to



demonstrate that reading comprehension improved noticeably by practicing this method. By all manner of means, the experimental group achieved scores even equal to the above-average comparison group. The most remarkable was that it was doable that students oversaw whether they evolved in their learning, aside from encouraging students to maintain the practice of reciprocal teaching for future educational practices.

Similarly, Soonthornmanee (2002) noticed that less-skilled participants asked for support when performing a determining role of the method. However, after having received help from their classmates, they became more confident and manifested their leadership condition. Also, taking some excerpts from the employed questionnaire, the participants, on the whole, revealed that working their reading skills when making use of this method allowed them to contemplate their own and other's performances. Therefore, it could be thought that the most striking result to emerge from these data was that learners were able to confirm if their learning is keeping a relative state of growth.

Similarly, Alfassi, Weiss, and Lifshitz (2009) have endorsed the essence of their study by asserting that the articulation of the four strategies - predicting, questioning, summarizing, clarifying, and provision of mediation - is a group learning activity in which students share responsibility for understanding. In other words, the principal basis was that learners came to discover the form and meaning of texts by recurring to shared dialogues with the more experienced readers whose strategies, in turn, allowed them to possess dexterity for comprehension. Consequently, reading comprehension was enhanced by the classroom interaction of students with their teachers; hence, helping students recall and understand the essays they had read. In such a way, the reciprocal teaching method lighted a path for learners



can cultivate their reading habits. Accordingly, their reading comprehension skill gained accuracy.

Additionally, in a study by Yang (2010), it was demonstrated that through an online reciprocal teaching and learning system was feasible to support teachers and students in college remedial reading instruction. The researcher used a convenience sample of 129 under-prepared college students from a university of Taiwan who learned English as a Foreign Language; besides, the participants were asked to pass a standardized test such as the Test of English as International Communication (TOEIC). The website had a teacher interface where teachers could see their students interacting and monitoring their reading strategies. In contrast, in the student interface, the learners could practice the strategies chosen by themselves considered to be suitable for them. Conjointly, via a questionnaire, the researcher made inferences of the students' statements to conclude their perceptions towards the method. By and large, the study showed that learners could arrange and modulate the strategies in their learning in reading through reciprocal teaching. Indeed the students pondered about their mistakes in order to overcome them; thus, to innovate their training to progress.

In the same vein, Pilten (2016) pointed that "the foundation of this method or approach is the assumption that knowledge and comprehension occur as a result of creative socializing that is formed through talks and negotiations between teachers and students or students and students" (p. 232). This author researched fifty-four school students, assigning twenty-six for the experiment group while the rest belonged to the control group. The research was executed in Konya through a Reading Comprehension Evaluation Scale, which was adjusted as the pre and posttest. Additionally, to consolidate the investigation, the researcher performed a recorded



interview developed on three dimensions: pre, while, and post-reading activities. At the end of the research, it could be markedly seen from the study that the experimental group developed more comprehension skills in expository texts than the control group. Furthermore, the students performed this method strategically owing to the guidance offered by their classmates, which trained them to understand better.

Furthermore, Koch and Sporer (2017) were similarly in agreement with the previous work because they by contemplating the idea of providing students majoring in Education the opportunity of applying reciprocal teaching, demonstrated the practical effect that the method had exercised over them. Thus, sixty-one German students were taught the method but also trained to practice it in the course of their career. In this quasi-experimental study, the students of the condition group worked collaboratively. After the sessions of practice, the teacher provided scaffolding strategies inasmuch as the students began to adopt the role of the teacher in order to conduct their classmates and assist them to check their errors. Under those circumstances, the results of the present study raised the possibility that the preceding involvement allowed students to put, later, into effect the Reciprocal Teaching method.

Ultimately, Navaie (2018) highlighted that reciprocal teaching has a significant repercussion on reading comprehension. The finding of value is that intermediate EFL learners participants from Iran constructed their understanding with plenty of confidence and feeling satisfied with their performance after taking the posttest session. The success of reciprocal teaching was fully well-founded because of the significance of peer cooperation and group collaboration, which immersed students in learning reading with acceptance and enthusiasm.



### 3.3 Pedagogical Significances of the Reciprocal Teaching Method

At last, it has emerged a growing body of literature that recognizes several attributes and facets, through which Reciprocal Teaching can be gained. Thereupon, the next section of this paper moves on to review how relevant the implications of reciprocal teaching are. First of all, the easiness of applying the method; and secondly, a close relationship between motivation issues and reciprocal teaching. Finally, the effect Reciprocal Teaching could have on other skills different from reading. All of those have led to become a subject of intense examination.

In the first place, Hacker and Tenent (2002) reported that through observation during three years in classrooms of two schools, teachers practiced different patterns when applying reciprocal teaching, whose procedure suffered specific changes and adjustments. Also, via surveys from teachers, it was possible to identify the hindrances they encountered. Then at the end of each observation, the researchers gave feedback to teachers about their performance based on data provided by the teachers. The exciting finding was that only by observation it was possible to get to the bottom of how instruction changed and what the factors that led to those changes were because each teacher constructed a new practice for the application of the method. The results of this study reflected those of Doolittle et al. (2006), who demonstrated the flexibility of the process of reciprocal teaching as well.

Likewise, Le Fevre, Moore, and Wilkinson (2003) concluded that poor decoders improved comprehension; added to this, it seems that the input from the teachers serves as scaffolding. This investigation was composed of two studies. The first one involved poor decoders and weak receptors at a low level, whereas the other group consisted of skilled decoders but weak receptors at a neutral level. The aim achieved by the study was to increase



motivation and get learners willing to learn. This fact was highly remarked by teachers whose comments indicated that the students, who initially refused to participate in the study, ended up deeply engaged during the intervention showing a positive change of mind towards participating spontaneously.

Following this, in their systematic study of 2003, Seymour and Osana asseverated that reciprocal teaching was a far-reaching technique that provided substantial success after its implementation in schools. To put it another way, the researchers investigated how the thoughts and perceptions of two teachers about the procedures used in reciprocal teaching helped their students to construct their understandings of the text. The most important clinically relevant finding was that as the teachers guided students to master the strategies, students engaged in the comprehension of the text with enthusiastic and diligent participation.

A seminal study by Takala (2006) also examined the effects of the reciprocal teaching method by using a representative sample concerning mainstream and special education schools in Helsinki, Finland. During the treatment, all the strategies were taught with examples to six intervention groups, three from mainstream education, and three from special education, whose members suffered Specific Language Impairment. History and Sciences themes were used because they were considered difficult for fourth and sixth graders. The researcher was present once a week to collect and comment about the materials, such as summaries and questions done by the students in order to obtain results through the observational part. In the final analysis, the critical finding was that teachers manifested that children enjoyed the lessons, and the mainstream education students performed better in decoding skills than the special education ones.



Nevertheless, for Specific Language Impairment (SLI) students, it was an overload, probably due to their medical condition. However, there was a beneficial effect that implied the SLI students were not afraid with longer texts. Concluding, the teachers were satisfied because they had an innovative way to teach, together with the positive feedback given by the students; and in general, the reading comprehension skills of the pupils improved.

Apart from that, the Reciprocal Teaching Method constitutes a tool of considerable significance to promote reading habits by allowing students to capture the essence from texts. This is marked by Ghorbani, Gangeraj, and Alavi (2013), who stated that "reciprocal teaching is the driving force to bring into existence a context for comprehending the specific purpose of a text" (p. 3). First, 104 female students from Shomal, Iran, belonging to an intermediate level of English language, were randomly assigned to two groups - the experimental one and the control one - based on their performance in the Preliminary English Test. Then, the students wrote a composition as a pre-test and another composition as a posttest. After the statistical analysis, it was noted a significant correlation that suggested that comprehension strategy instruction through reciprocal teaching is useful for the improvement of writing ability (Ghorbani et al., 2013). The crucial issue of this study was simple as follows: if students read more, they build more vocabulary to be used when writing. Consequently, it was confirmed that the effectiveness of the reciprocal teaching method also works to develop writing skills.

Finally, as revealed by Huang and Yang (2015), reciprocal teaching enriches students' reading comprehension ability, self-regulatory strategies, and monitoring skills in future learning. For the study, the instruction was given online for which the researchers took 36 technical university students, with the lowest scores in a language proficiency test. The most



intriguing observation that emerged from this study was that the Reciprocal Teaching method with a previous explicit instruction decreased learners' anxiety about learning English and increased their involvement in reading skills. Finally, the participants seemed to be fulfilled and, mainly motivated while and after the intervention of the study, reiterating the stance on the immense value for motivational purposes in learning of the Reciprocal Teaching method.



## CHAPTER IV: Research Methodology

Through this exploratory bibliographical research, different studies were analyzed to explore the role of the Reciprocal Teaching Method in fostering reading-comprehension skills. The process of collecting and analyzing data followed the characteristics of a research synthesis followed the characteristics of a research synthesis which is defined by Norris and Ortega (2006, p. 6) as "a review of the available literature at important watershed points in the progress of a research domain"

The exploration was conducted through different databases, especially Google Scholar. The Sci-Hub website was also used since it allowed us download the studies in view of the fact that some databases did not permit to access for free. Likewise, other accredited digital information sources like EBSCO, ERIC, Research Gate, Science Direct, and DOAJ were used. The journals where the scholarly articles were obtained were: ELSEVIER, Journal of Education, Cognition and Instruction, International Journal of Teaching and Learning in Higher Education, Journal of Education and Training Studies, Psychology Learning and Teaching, among others. The process of searching involved the following key terms: reciprocal teaching, reading comprehension, problems of reading in L2 learners, reading failures, methods to teach reading, and benefits of reciprocal teaching.

On the one hand; the inclusion criteria that were deemed valid for the current review were: 1) All the research studies had to be empirical studies with reliable and accurate results; 2) Studies that had shown manifold results towards the use of reciprocal teaching, and 3) Studies which were exclusively conducted between the years 2000 and 2019. On the other hand, this investigation did not consider meta-analysis studies because the viewpoints of other authors



could influence perceptions and thus affect the unbiased analysis and discussion intended in this paper.

Once the data from a range of related studies were analyzed and being the research domains established, the contents were interpreted. To analyze if reciprocal teaching works in English learners, eighteen articles were examined to delve into how reciprocal teaching operates. Subsequently, all the data were organized throughout the different sections this research synthesis contains.

The research studies were carefully revised to check if they fulfilled the inclusion criteria; otherwise, they were discarded. The approach of this study is merely descriptive because it took accumulated bibliography sources; and through them, it was performed a brief analysis of the studies for subsequent synthesis and discussion in connection to the research questions established in this inquiry.

## CHAPTER V: Data Analysis

Throughout the exploration of the studies and the development of the literature review, many features and aspects related to the Reciprocal Teaching Method to foster reading-comprehension appear to be engrossing. Herein, it is necessary to acknowledge some aspects that are being covered throughout the study of this method. First, its use is being expanded as time goes by in the light of its results. Besides, the method has been designed to work for different areas of knowledge, and its application of this method demands a gradual process. Also, its use encompasses all types of motivation, and finally, it can be applied in different social contexts.

Therefore, within the framework of this context, the present analysis takes the aforementioned elements regarding this reading method to be afterward disclosed in the following section:

**Table 1**

*Sub-skills reinforced by students during treatments*

Sub-skills or Strategies	Number of Studies	Percentages
Questioning	7	39%
Summarizing	4	22%
Dialogues	3	17%
Vocabulary	2	11%
Predicting	3	17%
Clarifying	1	6%

**Note.** Studies were counted in more than one category

From Table 1, we observe that students tackled specific difficulties, but at the same time, it served for them to develop specific sub-skills while exploiting reciprocal teaching. Firstly,



questioning strategy since it was observed that seven studies reported limitations for applying it due to some factors, specifically, the grammatical barrier. However, this could be improved through better instruction on behalf of the teacher to eliminate the writing impediment. The second-largest percentage refers to the summarizing strategy with 22% figures as a restriction since students were not able to condense the information, and thus, avoid writing long paragraphs. Regardless, it is possible to give a solution by learning to identify the main idea.

Vocabulary depicts 11% of the problems which were presented due to the lack of vocabulary during the dialogues. Therefore, this is a matter of using their own words to express what is desired. In contrast, these new words are incorporated into their lexicon as a beneficial action for their academic performance. Lubelska (1991) has presented an old but workable study emerging from comprehensible reading, which deals with a classical division of vocabulary, the active and passive vocabulary of a text. This has to do with morphology because this division tells us about content and function words and establishes a barrier between words of everyday use and those of occasional appearance in the majority of school texts.

Furthermore, problems in establishing dialogues represent the 17% percentage; such a situation represents a difficulty for teachers because it was not possible to manage a socialization among students. However, they did find the pedagogical, lexical, or cultural tools to encourage students to start conversations that can generate interaction, dynamics, and motivation.

In short, there were no significant hindrances concerning the application of the strategies of reciprocal teaching. After all, any obstacle presented can be solved by the researcher or the teacher. At the end of the day, the Reciprocal Teaching Method is not hard to perform; students were able to apply and internalize the strategies (Komariah, 2015) (Huang & Yang, 2015) On the



contrary, all the hurdles had a solution that can be dealt with learners successfully using them for their benefit in terms of reading learning.

**Table 2**

*Years of Publication of the Studies*

<b>Years of Publication</b>	<b>Number of Studies</b>	<b>Percentages</b>
2000 – 2010	11	61%
2011 – 2019	7	39%

**Note.** Source: All the studies taken for the literature review section

Table 2 shows that there has been a gradual increase in the use of reciprocal teaching over time. This can be appreciated in the alarming figures displayed; thus, giving proof of the enormous impact that reciprocal teaching has had during the last two decades.

**Table 3**

*Age of the participants*

<b>Participants</b>	<b>Age</b>	<b>Number of studies</b>	<b>Percentages</b>
Adults	19 – 27	7	39%
Teens	13 - 18	3	17%
Children	7- 8	4	22%
	8 -12	1	5%
Not mentioned		3	17%

**Note.** There was no a unique range of ages established in the studies. Therefore, the range of ages was created by gathering the different participants' ages mentioned in the studies

Table 3 illustrates the age of people who participated in the different studies. It can be seen that seven studies took adult participants as a sample, whereas three were for teenagers and five studies were designed for children. Accordingly, it suggests that the Reciprocal Teaching

Method works in all ages, adults, teenagers, and children. Therefore, there is no barrier to its application; it can be conducted in elementary school, high school, and even at a university or technological level. As a result, it is fundamental to notice that the use of this method is growing and becoming more popular. On the other side of the coin, teachers should focus on young children who need a deep instruction of the strategies (Pilonieta & Medina, 2009) since they might be prone to failure while applying Reciprocal Teaching.

**Table 4***Types of Texts used for the Treatments*

Types of Texts		Number of studies	Percentages
Expository Texts	Isolated Passages	8	45%
	Passages from a textbook	3	17%
	Magazines	1	5%
	History	1	5%
Narrative Texts	Not specified	1	5%
Not mentioned		4	23%

**Note.** Source: All the studies taken for the literature review section

Table 4 details the kinds of texts used for the treatment of the research studies. What is remarkable is that more than half of the studies used expository texts to apply the research. Thus, it suggests that reciprocal teaching works principally for expository facts, which indeed are more useful because they try to inform and to leave a message about something. Nevertheless, it is impossible to put aside the function of reciprocal teaching over narrative texts, whose meaning is challenging to understand, especially for nonnative people.

Remarkably, this observation strengthens confidence towards reciprocal teaching since it manages on two types of reading texts that are part of any school curriculum. Regardless of this, teachers should choose materials based on their readers' interests as endorsed by Ahmadi and Gilakjani (2012) for achieving better results.

**Table 5**

*Emotional Benefits of Reciprocal Teaching*

Emotional Benefits	Number of Studies	Percentages
Collaborative work	7	39%
Motivation	4	22%
Monitoring/Evaluating	3	17%
Support	4	22%

**Note.** Source: All the studies taken for the literature review section

Table 5 is quite revealing in different ways as it deals with the emotional implications that the Reciprocal Teaching Method possesses, aside from the improvement of reading comprehension, which has been its distinguishing feature. Table 5 illustrates that 39% of the studies emphasize the function of collaborative learning, making students active, cooperative, and confident in group work, as stated by Komariah (2019).

Furthermore, 22% is noticed in positive results towards the rise of motivation, which is a factor to reform the teaching process aside from the one that learners show a great interest in using this method, because it helps them to have independent learning. Besides, it is essential to manifest that students can monitor their progress as they keep practicing the method as it is evidenced in the 17% of the studies. Finally, the feature of giving support between classmates

figures as 22% of the studies which combines with Carter (1997), who persists on the idea that “Reciprocal Teaching is a model of constructivist learning” p. 66.

**Table 6**

*The Setting of the Instruction*

Setting	Number of Studies	Percentages
Online courses	3	17%
Regular classrooms	15	83%

**Note.** Source: All the studies taken for the literature review section

Table 6 compares the flexibility of the method for its use. It shows that the application of reciprocal teaching does not need only real contact between teacher and student to achieve the expected results. Forwith, there is a noteworthy aspect that demonstrates that it is possible to apply this method via online. The lower percentage represents the studies that created online courses to employ reciprocal teaching, reiterating the usefulness of this method through the assistance of the technology, whose conducive role in our lives, is indisputable. Nonetheless, “the tools provided in the online system might not be sufficient to facilitate or scaffold students’ reading comprehension to their full potential” (Yang, 2010, p. 1200)

**Table 7**

*Perceptions of teachers and learners towards reciprocal teaching*

Subjects involved	Perceptions	Number of Studies	Percentages
Learners	Positive	14	78%
	Negative	0	0%
	Not mentioned	4	22%

Teachers	Positive	9	50%
	Negative	0	0%
	Not mentioned	9	50%

**Note.** Source: All the studies taken for the literature review section

Table 7 highlights the perceptions teachers and learners have towards the reciprocal teaching method after using it. Interestingly, strong evidence of forward-looking impressions and positive attitudes have been found. The impressive discovery is that teachers as well as learners mark positive comments on reciprocal teaching. According to Klingner and Vaughn (1999) teachers really like the fact that once students learn the strategies, they can perceive weaknesses in their students; hence, they provide input that serves as scaffolding for students to develop expertise; and then, they can apply them independently in cooperative groups.

This is a fundamental aspect since teachers feel fulfilled by observing their learners reach an important goal within the educational practice as reading skills constitute. Besides, reciprocal teaching excels its benefits over other methods for teaching reading such is the case that in most cases, learners are willing to implement the method for future lessons. Similarly, this method contributes for they feel engaged in a mechanism of solving reading problems in a group process while they learn from others. Another important thing is that none of the studies report negative conceptions about reciprocal teaching on the part of students nor teachers. In light of this, reciprocal teaching builds on a method for academic growth in students and teachers.

## CHAPTER VI: Conclusions and Recommendations

### 6.1 Conclusions

This research aimed to determine the implications of the Reciprocal Teaching Method on Reading Comprehension. Through the current paper, the results of the investigation support the different theories and uses of the proposed method showing notable results when teaching reading.

#### **6.1.1 RQ1: How has been the contribution of the Reciprocal Teaching Method to the development of reading comprehension in second language learners?**

At the outset, it has been stressed that reading comprehension, indeed, implies a fundamental skill that should be dominated by learners since it serves to enrich their knowledge about their outside world in words of MacAdam (1995) being possible this goal by using the reciprocal teaching strategies. as long as teachers encourage students to practice them (Yang, 2010) In addition, “the strategies are supposed to facilitate group work between teacher and students as well as among students as a means of aiding them to construct meaning from text” (Ghorbani et al., 2013). These outcomes are reached even by struggling and disappointed readers who become genuinely engaged in the process. Furthermore, the Reciprocal Teaching Method is appropriate to use with both fiction and nonfiction passages as showed in Table 4; and at any level (Table 3), which corroborates the feasibility of this method for employing it in school systems with reliable betterments in reading comprehension.

Likewise, the studies themselves theorize that, in general, students learn metacognitive strategies like questioning, predicting, summarizing, and clarifying by activating their background knowledge through whole-class discussion and group work. Those strategies are



used effectively for procuring immediate success in independent learning. Besides, with the help of these strategies, students are not afraid neither feel anxiety while practicing. On the contrary, they learn how to work in a synergetic way with classmates until reaching the ability to understand texts appearing in their level degrees of reading comprehension skills, which obviously will have increased.

To conclude, this analysis suggests that the Reciprocal Teaching Method depicts a guidance notion for teachers since this method has a didactic sense because it offers the opening to enhance students' reading comprehension. Students can grasp a particular text in its context, making reading innovative and critical.

#### **6.1.2 RQ2: What are the pedagogical implications of the Reciprocal Teaching Method?**

A first implication has to do with Scaffolding process “which may be reassembled depending upon the text and task demands and then dismantled again as students gradually become independent users of the strategies” (Dole et al., p. 256) Therefore, teachers should continuously check their students in order to gradually diminish scaffolding as students learn to use and apply the strategies on their own since the pivotal issue is that students become considerably more reflective readers.

Another conclusion that surges from this investigation is that Reciprocal Teaching has a motivating effect on students: therefore, “it may enable achievement of immediate goals of engaging readers” (Le Fevre et al., 2003, p. 40) In addition, Qutob (2020) suggests that students might generate motivation to participate to a greater extent in reading comprehension classes.

In closing, as shown in Table 7 both as teachers as students present, mostly positive attitudes when using Reciprocal Teaching which arrives at the conclusion that is a method that probably makes the classroom environment non-traditional. Even, Lederer (2000) alleges that teachers may educate students of varying abilities and learning styles through Reciprocal Teaching.

## **6. 2 Recommendations and Limitations**

The application of the Reciprocal Teaching Method has demonstrated to have outcomes after applying it. Despite all of its high level of success, this research has thrown up many questions in need of further investigation because investigation in the education field should continuously be trying to innovate relentlessly by releasing questionable situations.

Therefore, other directions for future research should concern the time of modeling on the part of teachers of the strategies needed for students that should be commensurate to the own needs based on the interest, ability, and level of learning of students. In these same settings, the teachers could benefit most from quality development that will equip them with the skills to help their students to take part in the effective use of the strategies independently, and for finally internalize them obtaining positive responses in learning reading.

Furthermore, it is recommended that further research be undertaken in other areas as writing since it depicts an essential skill that should also be developed. It would be possible thanks to a certain amount of vocabulary that can be acquired during reciprocal teaching sessions. So, if vocabulary is increased, writing also can be improved consequently as confirmed by Ghorbani, Gangeraaj and Alavi (2013) Further studies using this variable, inclusive other skills like listening and writing might need to be undertaken.





Finally, the empirical findings of the studies reflected on this paper have gone in some way towards enhancing the understanding of Reciprocal Teaching seen as a real challenge, which needs repeated training with social interaction among classmates. It is evident according to the calculation of this work that students can reach improvements in reading comprehension skills.

Under other conditions, this paper had some limitations. A first constraint was the time factor since the present work is the outcome of a major graduation project with a submission deadline. On the other hand, and as stated above in previous paragraphs, it is hardly possible to achieve any theory or method dealing with teaching that can be regarded as perfect or absolute. Thereby, herein, it is also mentioned some limitations found during the research of the Reciprocal Teaching Method. In the limelight, the method takes a long time to achieve good results. Another critical point refers to the fact that it is little known in our local context; as a result, it should become known through application and spreading. Another disadvantage is that it cannot be applied in social contexts, where there is no rapport between students or teachers with students as stated by Palincsar (1986) who adduces that socialization plays an important role for practicing the Reciprocal Teaching Method. Finally, it should be emphasized that some of the studies were replicas; so, the findings had to be scrupulously analyzed.



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## Appendix

### Appendix A: Employed studies for the analysis

Name of the study	Year
Implementing Reciprocal Teaching in the Classroom: Overcoming Obstacles and Making Modifications	2002
The Effect of the Reciprocal Teaching Approach on the Reading Comprehension of EFL students	2002
L1-assisted reciprocal teaching to improve ESL students' comprehension of English expository text	2003
Reciprocal Teaching procedures and principles: two teachers' developing understanding	2003
Tape-assisted reciprocal teaching: Cognitive bootstrapping for poor decoders	2003
Reciprocal Teaching for Reading Comprehension in Higher Education: A Strategy for Fostering the Deeper Understanding of Texts	2006
The Effects of Reciprocal Teaching on Reading Comprehension in Mainstream and Special (SLI) Education	2006
Improving students' reading comprehension skills: Effects of strategy instruction and reciprocal teaching	2009
The efficacy of reciprocal teaching in fostering the reading literacy of students with intellectual disabilities	2009
Developing a reciprocal teaching/learning system for college remedial reading instruction	2010
Reciprocal Teaching of Comprehension-fostering and Comprehension-monitoring Activities with Ten Primary School Girls	2010
Reciprocal Teaching of Comprehension Strategies Improves EFL Learners' Writing Ability	2013
Effects of Online Reciprocal Teaching on Reading Strategies, Comprehension, Self-Efficacy, and Motivation	2015
Improving Reading Comprehension through Reciprocal Teaching Method	2015
The Evaluation of Effectiveness of Reciprocal Teaching Strategies on Comprehension of Expository Texts	2016
Students Improve in Reading Comprehension by Learning How to Teach Reading Strategies. An Evidence-based Approach for Teacher Education	2017
The Effects of Reciprocal Teaching on Reading Comprehension of Iranian EFL Learners	2018
Improving Students' Reading Skill Through the Use of Reciprocal Teaching Technique	2019